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FOR 1894.

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CIRCULAR OF INFORMATION

FOR 1894.

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1894.

A. C. O. U.

Calendar for 1894.

HOLIDAY VACATION ends Tuesday, January 2.
WINTER TERM ends Friday, March 16.
SPRING TERM begins Tuesday, March 27.
COMMENCEMENT EXERCISES begin Sunday, June 24 and end June 27.
ANNUAL MEETING of the Board of Trustees, Monday, June 25.
SUMMER TERM begins Tuesday, July 10 and ends August 24.
FALL TERM begins Tuesday, September 4.
WINTER TERM begins Monday, December 4.

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A. B., Ohio University, '71; Superintendent of Schools, '71-'73; A. M., Ohio University, '74; Professor of Natural Science, Union Christian College, '73-'75; Professor of Latin, ibid., '75-'80: Principal, Putnam Collegiate Institute, '80-'82; Professor of Latin, Ohio University, '82—.

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A. M., Wooster University; Ph. D., Wooster University; Member of the London Mathematical Society; Member of the New York Mathematical Society; Member of the American Association for the Advancement of Science; Professor of Mathematics, Chautauqua University.

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A. B., University of Michigan, '81; Journalist, '81-'82; Teacher in Cincinnati, '87-'89; Professor of English Literature and History, Ohio University, '89-'91; A. M., Dickinson College, '91; Joint Editor, Journal of Pedagogy, '90-'91; Associate Professor of Rhetoric, University of Pennsylvania, '91-'92; Professor of Rhetoric, and English Literature, Ohio University, '92—; Joint Author of an Ancient History; Joint Author of Allen's History of Civilization; Author of Mythology in Art; Contributor to the Arena, Book News, Education, University Extension, Magazine of American History, etc.; Principal Epworth Heights Chautauqua Assembly.

HENRY E. CHAPIN,
Professor of Biology and Geology.

B. S., Massachusetts Agricultural College, and Boston University, '81; Journalist, '83-'86; J. H. U., '86-'87; Teacher Natural Science, State Normal School, Bloomsburg, Pa., '88-'90, and Biology High School, Springfield (Mass.), '90-'91; Professor of Biology and Geology, Ohio University, '91—; M. S., Michigan Agricultural College, '92; Joint Author of Text-Book of Biology; Member of the American Association for the Advancement of Science; Contributor to Science, Popular Science News, Journal of Education, etc.

JOHN P. GORDY,
Professor of Philosophy and Pedagogy.

A. B., Wesleyan University (Conn.), 1878; Tutor in Philosophy, ibid., '78-'83; Ph. D., Leipsic University, '84; Graduate Student at Yale '85; Professor Ohio University, '86—; Joint Editor Journal of Pedagogy '87-'89; Translator of Kuno Fischer's History of Modern Philosophy; Author of Elements of Psychology, Studies in American History, Rise and Growth of the Normal School Idea in the United States; Contributor to Methodist Review, Andover Review, New Englander, Philosophical Review, etc.

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Professor of Ethics and Psychology.

B. A., McGill University (Montreal), '89; Honor Student in Mathematics, Gold Medallist in Natural Science; Ph., D. Leipsic University, '92; Fellow of Clark University, '92; Professor in Ohio Univer-sity, '92—; Author of the Ethical System of Samuel Clarke and of several Monographs.

WALKER BOWMAN,
Professor of Chemistry.

A. M., University of Virginia, '84; Student at Heidelberg and Goettingen '84-'85; Ph. D., University of Berlin, '88; Chemist at Virginia Agricultural Experiment Station, '89-'90; in New York City, '90-'92; Professor Ohio University '93; Member of the German and of the American Chemical Society.

ELI DUNKLE,
Principal of Preparatory Department and Associate Professor of Greek.

A. B., Ohio University, '77; A. M., '80; Teacher in Public Schools, '77–'84; Principal of Preparatory Department, Ohio University, '84—; Associate Professor of Greek, Ohio University, '92—; Principal of Ohio University Summer School, '92—.

CATHERINE A. FINDLEY,
Instructor in Elocution and Reading.

Graduate of Punchard School, Andover (Mass.), '65; Teacher in Public Schools of Andover, '65-71, and of Salem, '71-'75,; Graduate of Boston University School of Oratory, '77,; Teacher in Private Schools of Andover, '77-'83; Teacher in Keystone State Normal School, '83-'88; Teacher in Ohio University, '88-...; Student in Boston School of Expression, '89-91.

KATE CRANZ,
Instructor in German and French.

Student at Buchtel College, '76-'78; Graduate of Dexter Normal School (Ia.), '81; Teacher in Cleveland Public Schools, '81-'82; Teacher in Akron, '82-'83; Student in Germany, '84-85; Instructor in German and French, Ohio University, '88-...; Student in Paris, '92.

ALBERT A. ATKINSON,
Associate Professor of Physics.

B. Ph., Ohio University, '91; Teacher in Public School, '91-'92; University of Michigan, '92-'93; Instructor in Physics, Ohio University '93; Associate Professor of Physics ibid. '93—.

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Assistant Professor of Physics and Electrical Engineering.

B. S., Ohio University '92; Assistant in Chemistry, ibid. '92-3; Assistant Professor Physics and Electric Engineering '93—.

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A. B., Scio College, '88; Teacher in same, '86-'88; in the Ministry, '89-'90; A. B., Ohio University '92; Instructor, ibid. '92-93; A. M., Ohio University '93; Assistant Professor in same '93—.

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B. Ph., Ohio University, '92; Instructor ibid. '92-3; M. Ph., Ohio University, '93; Assistant Professor, '93—.

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Student at the Ohio Wesleyan University, '89-92; A. B., Ohio University '93.

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Press Notices of Super's History of the German Language.

"The work is written in a readable style, combining in a degree not common to books of this class, learning and clearness of exposition. In every respect the work is fully abreast of modern scholarship. The author is known as one of the most scholarly writers on philology in this country."—*Journal of Pedagogy, Binghamton, N. Y.*

"Students of the German language, even though they are just mastering the rudiments, will be interested and helped by President Super's work, the aim of which is to make prominent the common origin of the German and English languages."—*Christian Advocate, St. Louis.*

"President Super is a busy man, but by using his odd moments he has given to the student of the German language an interesting and valuable work. The origin and growth of many words are traced in a way not only to interest in the German language, but also an interest in the growth of all languages. The reader will find many thought-suggesting things in this book."—*Institute Bell.*

"A History of the German Language, by Charles W. Super, President of the Ohio University, is a carefully written work on a subject with which the author is thoroughly familiar. It is to be hoped that the book will accomplish all he expected of it; still it is a work for linguists and specialists rather than popular reading."—*Cin. Times-Star.*

"The incidental discussion of some of the principles and phenomena common to all civilized languages is a feature which will impress the intelligent reader. For this alone the book will repay the reading by one who knows nothing of German, and for its *resume* of the most important changes the German language has undergone it has special value and interest to English-speaking students of German."—*Ohio Educational Monthly.*

"It exemplifies the present passion for literary archaeology and goes thoroughly into the ancestry and environment of a tongue which the author thinks hardly inferior to the Greek. Certainly few more perfect or more intellectual products of human skill, impelled by the desire of communication, has ever been created than German. The history of such a language abounds in striking facts and truths which should not be overlooked; and Prof. Super's book, occupying the middle ground between a grammatical commentary and a philological history, supplies in a full and interesting fashion what a literary reader needs to make him conversant with the main sides of many questions involved in the study of one of the principal Indo-European tongues. The modesty of the author is very refreshing, in contrast with the aggressiveness and self-assertion of certain recent specimens of the inhabitants of the philological Buncombe County; nowhere is there a note of the infallible commentator"—*The Critic, N. Y.*

"Hitherto there has been in existence no history of the German language in English and we owe a deep debt of gratitude to Professor Super for having undertaken the task, by no means an easy one, of supplying this lack.

In conformity with the results of the most recent scientific investigations the influence of dialects and popular forms of speech in development of the New High German are everywhere duly recognized. The gradual mutation of sounds and the force of analogy are not only explained clearly and concisely, but the most important factors in the development of speech are always elucidated at the proper place. The style is uniformly simple, clear, and full of warmth. As the work is fully abreast of modern science it can not be too strongly recommended to those persons for whom it is primarily written. The instructor will find it an indispensable guide in teaching, while it places before the learner in a clear and interesting manner all the important epochs in the history of the German language. It likewise introduces him to the historical study of language in general and incites him to further investigations for himself. The general reader who is interested in linguistic studies will find in the book much that will interest him."—*Translated from Germania, Boston.*

Sample copies will be sent postpaid to teachers for $1.15.

Address the Author at Athens, Ohio.

A History of the German Language from the earliest times to the present day. By Chas. W. Super, President of the Ohio University at Athens. Pages 316, 6x9. Published by Hann & Adair, Columbus, O. Mailing price $1.50.

The purpose of the author has been to write a book that may be read with interest and profit by persons whose knowledge of German does not extend beyond the rudiments. It has been his aim to make duly prominent the common origin of the English and German languages and to use many facts of the former to elucidate those of the latter, so far as it can be done within the space at command. The book also discusses incidentally some phenomena common to all civilized tongues.

By the same author.

Weil's Order of Words in the Ancient Languages compared with that of the Modern Languages. Published by Ginn & Co., Boston, Mass. Mailing price $1.25.

Copies of either book will be sent post paid by the author or publishers on receipt of the price.

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Ballenger, George Lewis	Athens	W. O. Foley's
Beale, Perry L	Athens	Home
Bean, Fannie Cozette	Athens	John Bean's
Bean, Harry Elijah	Athens	John Bean's
Bean, L. Gardner	Athens	John Bean's
Bean, Josie	Athens	Mrs. Bean's
Bennett, Charles W	Nelsonville	A. W. Connett's
Biddle, Mary	Fisher's	Mrs. Walsh's
Biddle, Victor	Fisher's	Mrs. Walsh's
Border, Daniel Webster	Hebbardsville	P. L. Beale's
Brookins, Mary E	Millfield	Mrs. Lowry's
Brown, Althea J	Athens	Home

FIRST PREPARATORY—Continued.

NAMES.	ADDRESS.	ROOM.
Carbaugh, George A	Chase	Mrs. Cameron's
Chappell, William Curtis	Lysander	S. L. Mathews's
Clark, Mary Emma	Downington	S. L. Mathews's
Cline, Cecil Roy	Mt. Blanco	Harvey Roach's
Cooley, Samuel Alden	Athens	John J. Cooley's
Cooley, William G	Mt. Blanco	East College
Cotton, Thomas Arnold	Athens	H. M. Cotton's
Cozad, John David	Byer	Mrs. Cornell's
Cuckler, Clara E	Downington	Mrs. Cameron's
Cuckler, Marguerite J	Athens	Mrs. Walsh's
Downey, Wilbur	Shade	Hector Angell's
Dunlap, John	Athens	Home
Ely, Flora M	Chillicothe	John Bean's
Evans, Margaret Lucile	Athens	Prof. Evans's
Findley, John Arthur	Andover, Mass	James Ballard's
Gist, John Dent	Athens	C. D. Gist's
Green, Charles Allen	Snowville	L. O. Tullis's
Groves, Ida Belle	Kittanning	Mrs. Wollett's
Hudnall, Richard Perry	Chase	D. Hudnall's
Huhn, Joseph S	McArthur	Mrs. Cornell's
Hull, John Quincy	Lysander	Mrs. Johnson's
Jones, Willie	Guysville	Union Street
Knox, Frank Stewart	Athens	F. S. Knox's
Lambert, Otterbein	Plantsville	Vine Street
Larrick, Will Dallas	Creola	Miss Simms's
Lewis, Maggie Helen	Glen Ebon	Dr. Claude Thompson's
Linscott, Albert Franklin	Amesville	Jacob Lash's
Marquis, B. Grace	Utley	W. H. Staley's
Mathews, Ella	Pleasanton	Vine Street
Miles, Albert	Athens	B. S. Miles's
Mulligan, Hugh	Athens	W. O. Foley's
Niles, William Francis	Alice	S. L. Mathews's
Parker, W. Sherman	Woodyard	Mechanicsburg
Patterson, Edna C	Hebbardsville	R. M. Patterson's
Peters, John Herman	Athens	C. H. Peters's
Renz, Bessie	Cincinnati	James Ballard's
Roberts, John E	Lysander	Jasper Bobo's
Robinson, Blanche	Chase	Mrs. Cameron's
Robinson, Jennie	Athens	Miss Rice's
Root, Alexander	Big Run	R. W. Roach's
Secoy, Edward A	Athens	Mr. Secoy's
Secoy, Samuel E	Athens	Mr. Secoy's
Shamel, Charles Walter	Pleasanton	Mr. Mayhugh's

FIRST PREPARATORY—Concluded.

NAMES.	ADDRESS.	ROOM.
Six, Annie G	Chauncey	Mrs. H. Howe's
Slaughter, Charles	Athens	Mr. Slaughter's
Slotterbeck, Alvin	Patton's Mills	Vine Street
True, Elfie	Buchtel	B. A. Headley's
Williams, Bertha B	Shade	Mrs. Van Vorhes's
Wolfe, Minnie Florence	Nelsonville	J. Swett's
Wollett, Harley Anson	Athens	Mrs. Wollett's
Wood, Victoria	Woodyard	Mrs. Cameron's

Special Students.

Baker, Fred R	Athens
Brown, Mabel K	Athens
Brown, Clyde S	McConnelsville
Chapin, Dora Hoffman	Athens
Conaway, Ruth	Athens
Hines, Hattie M	Athens
Hughey, R. M	Frankford
Means, Mary D	Athens

Unclassified.

Connett, Mabel	Athens	A. W. Connett's
Madrey, Lillian L	Athens	Hotel Berry
Simms, George F	Zaleski	Miss Simms's
Walters, William	Athens	Home
Yontz, John	Athens	Home

Summary.

Graduates	20
Seniors	12
Juniors	17
Sophomores	24
Freshman	37
Third Preparatory	58
Second Preparatory	68
First Preparatory	67
Special Students	8
Unclassified	5
Total	316

Sixth Annual Commencement

OF THE

PEDAGOGICAL DEPARTMENT

Tuesday Evening, June 27, 7 : 30 o'clock.

PROGRAMME.

MUSIC.

JEANNETTE S. BARKER.....As You Like It.
KATHERINE B. GOOLD.....Sands of Gold.
LAURA M. HASTINGS.....The Key-Note of Life.

MUSIC.

R. ESTELLA HOBSON.....Reaching.
MARY A. LEWIS.....The Force of Example.
MARGARET O'CONNER.....Religion.

MUSIC.

FANNY B. ROSE.....The Crisis.
MARY M. WILLIAMS.....Influence.
LILLIE C. WALSH.....God's First Law.

MUSIC.

PRESENTATION OF DIPLOMAS.

CHAPEL, WEST WING, MAIN BUILDING, ETC.

1804. 1893.

COLLEGE COMMENCEMENT.

WEDNESDAY MORNING, JUNE 28, 9 O'CLOCK

PROGRAMME.

MUSIC. INVOCATION. MUSIC.

CHARLES S. ASHTON.....Microscopic Organisms.
ALVIN D. BARGUS.....Currency Reform.
CLYDE F. BEERY.....Ethics of the Labor Question.
KATHERINE S. BURNS.....Utility of Culture Studies.
GEO. A. ELLIOTT.....Henry W. Grady.
JOHN W. GINN.....Kossuth.

MUSIC.

GRACE GROSVENOR.....A Plea for the Public School.
M. WESLEY HENSEL.....Suffrage.
WILLIAM H. HYDE.....Hypnotism.
FRED E. C. KIRKENDALL.....An Experiment.

MUSIC.

WM. B. MCPHERSON.....The Prince of Philosophers.
BERTHA W. MCVAY.....The Purpose of Growth.
SAMUEL K. MARDIS.....Heredity or Environment.
CHARLES G. MATHEWS.....“The Bonaparte Series.”
ELLEN JANE RYAN.....The World's Fair and Education.

MUSIC.

HARRY C. STALDER.....The Mugwump.
ELISHA A. TINKER.....Marshal Ney.
HOWARD A. WOLFORD.....A Ruined Ireland.
L. W. HOFFMAN.....Master's Oration.

The Place of Popular Education in American History.

MUSIC.

Conferring of Degrees and Presentation of Diplomas.

MUSIC.

Conspectus of Preparatory Courses.

Classical.	*Philosophical.*	*Scientific.*	*Pedagogical.*
FIRST YEAR—First Term.			
Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.	Latin, Grammar and Reader. English, Grammar and Composition. Arithmetic.
Second Term.			
Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature.	Latin, Grammar and Reader. English, Grammar and Composition. English Literature.
Third Term.			
Viri Romae. English, Analysis and Composition. Geography, Physical.	Viri Romae. English, Analysis and Composition. Geography, Physical.	Viri Romae. English, Analysis and Composition. Geography, Physical.	Viri Romae. English, Analysis and Composition. Geography, Physical.
SECOND YEAR—First Term.			
Viri Romae. Greek, Grammar and Reader. History of the United States.	Viri Romae. Elementary Physics. History of the United States.	Viri Romae. Elementary Physics. History of the United States.	Vtri Romae. Elementary Physics. History of the United States.

Second Term.

Viri Romae and Cicero's first oration against Catiline. Greek, Grammar and Anabasis begun. History of England.	Viri Romae, etc. Zoology or Astronomy. History of England.	Viri Romae, etc. Zoology or Astronomy. History of England.	Viri Romae, etc. Zoology or Astronomy. History of England.

Third Term.

Catilinarian Orations, II, III, IV. Greek, Grammar and Anabasis. General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III, IV. Civil Government. General History.	Catilinarians, II, III IV. Civil Government. General History.

THIRD YEAR—First Term.

Cicero's orations pro Archia, pro Marcello and first Philippic. Anabasis, three books. Algebra begun.	Cicero's oration pro Archia, pro Marcello and first Philippic. German begun. Algebra begun.	Cicero's oration pro Archia, pro Marcello and first Philippic. German begun. Algebra begun.	Psychology. Physiology. Algebra begun.

Second Term.

The Aeneid, I, II, III. Homer's Iliad. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	The Aeneid, I, II, III. German continued. Algebra continued.	History of Education. Chemistry. Algebra begun.

Third Term.

The Aeneid, IV, V, VI. Homer's Iliad, three books. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	The Aeneid, IV, V, VI. German continued. Plane Geometry. Rhetoric.	Methods of Teaching. Systematic Botany. Plane Geometry. Rhetoric.

REMARKS:—In the Pedagogical Course two years or six terms, of English Literature may be taken instead of the Latin, and much stress is laid on a good knowledge of English in all the courses. Those who have completed any of them are expected to read well and understandingly; to write English correctly, and to have some knowledge of literature. At least eighty hours of class-work in Reading and Elocution must be taken by those who expect to pursue work in the latter branch. Students who have completed the Pedagogical Course will receive diplomas if they desire. The fee for this diploma is three dollars.

Courses of Study in Collegiate Department.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS.

FRESHMAN YEAR.

Fall Term—Greek (5); Latin (5); Solid Geometry (5).
Winter Term—Greek (5); Latin (5); Algebra (5).
Spring Term—Greek (5); Latin (5); Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—Greek or Latin (5); Physiology (5).
Winter Term—Greek or Latin (5); Physics (5).
Spring Term—Greek or Latin (5); Biology (5).

JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).
Winter Term—Chemistry (4); Political Economy (4).
Spring Term—English Literature (5).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (5); Psychology (4).
Winter Term—Logic (4); Astronomy (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY.

FRESHMAN YEAR.

Fall Term—Latin (5); German (5); Solid Geometry (5).
Winter Term—Latin (5); German (5); Algebra (5).
Spring Term—Latin (5); German (5); Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—French (5); Physiology (5).
Winter Term—French (4); Physics (5).
Spring Term—French (4); Biology (5).

JUNIOR YEAR.

Fall Term—English Literature (5); Chemistry (4).
Winter Term—Chemistry (4); Political Economy (4).
Spring Term—English Literature (5).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (4).
Winter Term—Logic (4); Astronomy (4).
Spring Term—Philosophy (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PEDAGOGY.

FRESHMAN YEAR.

Fall Term—U. S. History (5); Solid Geometry (5); A Foreign Language (5).

Winter Term—U. S. History (5); Algebra (5); A Foreign Language (5).

Spring Term—U. S. History (5); Plane Trigonometry (5); A Foreign Language (5).

SOPHOMORE YEAR.

Fall Term—A Foreign Language (5); Advanced Physiology (5).
Winter Term—A Foreign Language (5); Physics (5).
Spring Term—A Foreign Language (5); Biology (5).

JUNIOR YEAR.

Fall Term—A Foreign Language (5); English Literature (5).

Winter Term—A Foreign Language (5); History of Education (5.)

Spring Term—A Foreign Language (5); English Literature (5); History of Education (5).

SENIOR YEAR.

Fall Term—Psychology (5); English Literature (5).
Winter Term—Logic (4); Astronomy (4).
Spring Term—Science of Education (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE.

FRESHMAN YEAR.

Fall Term—Latin (5); German (5); Solid Geometry (5).
Winter Term—German (5); Latin (5); Algebra (5).
Spring Term—German (5); Latin (5); Plane Trigonometry (5).

SOPHOMORE YEAR.

Fall Term—French (4); Spherical Trigonometry (4).
Winter Term—French (4); Analytical Geometry (4).
Spring Term—French (4); Biology (5).

JUNIOR YEAR.

Fall Term—Physics or Mechanics (4); English Literature (5); Chemistry (4).
Winter Term—Physics (4); Chemistry (4).
Spring Term—Physics (4).

SENIOR YEAR.

Fall Term—Advanced Botany or Geology (4); Psychology (4).
Winter Term—Logic (4); Astronomy (4).

The figures in parentheses indicate the number of exercises per week. To the obligatory work there should be added eight exercises in Elocution and sixty in Pedagogy—the latter in the early part of the course. It is believed that the above four courses are equal in educational value and all require about twenty-five hundred hours of class-room work for their ocmpletion. In addition to the obligatory subjects the student will be permitted to elect any other for which in the judgment of the Faculty he is prepared.

Note—The following changes in the order of studies is to be noted: The Psychology has been placed in the winter term of the Junior year, the Logic in the spring term of the same year. The History of Philosophy comes in the fall term of the Senior year and is followed by the Political Economy in the winter term.

General Information.

Ohio University.

ORIGIN OF THE UNIVERSITY.

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority, and the Governor of the State is *ex-officio*, a member of the Board.

LOCATION.

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern Railroad and its branches; from the central and northern portions of the State by the Columbus, Hocking Valley & Toledo, and Kanawha & Michigan Railways. By these routes it is about one hundred and sixty miles east from Cincinnati, and seventy-five miles southeast from Columbus.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond, present a series of lovely views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The site of the University buildings is a spot of unusual attractions. The buildings occupy a slight elevation, extending east and west across the grounds. On the north front lies a park of about four acres, which contains a grove of fine forest trees, skirted along its northern limit by a row of magnificent elms. That portion of the grounds lying in the rear of the buildings is set apart for recreation.

THE BUILDINGS.

These are four in number. The main building was erected in 1817, and is the oldest college edifice, as the University itself is the oldest institution of learning, northwest of the Ohio River. This venerable structure made dear to many by a thousand strong and tender associations, and to many more by the names of eminent men who have studied or taught within its walls, has recently been remodeled, and while retaining the same general proportions, is, to all intents, a new building. It is admirably planned and well finished. With its slate roof and massive cornice, its lengthened windows and handsome colors, its convenient arrangement and pleasant appointments, it will compare favorably in appearance and adaptation to its purpose, with most college buildings in the West.

The two wing buildings contain the dormitories, and will accommodate a few students. Most of the rooms formerly occupied by students have, however, been transformed into recitation-rooms and laboratories. The few that remain afford cheap and comfortable lodgings for young men who, for any reason, prefer dormitory life to residence in a family. The room for many years used as a chapel has been provided with suitable furniture, and is now occupied as a school-room.

The new building stands on an eminence at the western side of the campus. In design it is unique and elegant; the material is brick with cut-stone trimmings. Its dimensions are forty feet in width by seventy-six feet in length, and two stories in height. It has two fronts, one on the west, toward Court street, which is the principal street in the town, and one on the east, toward the main building. The first floor contains the chapel or assembly hall, two corridors and stairways, and a waiting-room. The second floor contains two society halls, with a committee room attached to each. The building has been occupied since the fall of 1883.

COURSES OF STUDY.

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The classical course, in fullness and arrangement, will compare favorably with that of the best institutions. The philosophical course is so arranged as to meet the wants of those who may prefer to study modern language and English branches instead of Greek, for which French, German and English are substituted.

The pedagogical course is intended to fit young people for the profession of teaching. A fuller statement of its aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to take up with advantage. But no student will take a study

INTERIOR OF CHAPEL.

to which he has not been assigned, or discontinue a study, without permission obtained from the Faculty.

No students, except Seniors, and those taking a select course, are permitted to recite in the Senior studies of the third term, and the Senior examinations of the third term are limited to the regular Senior studies of that term.

LIBRARY AND READING ROOM.

In the study of Literature and History, the most important aid in addition to a good teacher, is a large stock of well selected books. In this respect the O. U. is liberally provided. The college and society libraries contain more than 12,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible to the students under certain limitations. The reading room furnishes access to the latest contributions to all topics under current discussion. Some of the larger works are not only useful for reference, but also for purposes of original investigation. Of the more important may be mentioned, a complete set of the Living Age in 190 volumes, of the Atlantic Monthly in 70 volumes, of the Nation in 55 volumes, of the Transactions of the American Philological Association in 18 volumes, and the American Philological Journal in 12 volumes. There is also a complete set of Valpy's Latin Classics in 159 volumes; of the Greek Classics in 150 volumes; Bursian's Jahres-bericht in 65 volumes; of Kuhn's Zeitschrift in 30 volumes, and of Iwan Mueller's Handbuch in 17 volumes; Among the dictionaries that have been provided are the Encyclopedic Dictionary in 14 volumes; Sander's Deutches Wœterbuch in four volumes. Littre's Dictionaire Francaise in five volumes, and Forcellini's Latin Dictionary in four volumes. There are complete editions of the German and French Classics, aggregating more than three hundred volumes, and all of the leading English poets and prose writers. Of Reference work the principal are the Encyclopedia Britannica in 29 volumes; the new American Encyclopedia in 27 volumes; McClintock and Strong's Cyclopedia in 12 volumes; The Schaff-Herzog Cyclopedia in three volumes; Pierer's Lexicon in 22 and Meyer's in 16 volumes; Baumeister's Denkmaeler des class. Altertums, in three volumes; also, Lalor's Cyclopedia of Political Economy; the Century Dictionary; the Oxford Dictionary as far as published, etc. A number of years ago the English Government presented the University Library with a lot of volumes in large folio, among which are Acts of the Parliament of Scotland, Statutes of the Realm, Domesday Book, Rymer's Fœdera, Parliamentary Writs, Proceedings in Chancery, and many others.

Among recent acquisitions are a set of Westermann's Monatshefte, Harper's Magazine, the Century and Scribner's Magazine, Revue

des deux Mondes, the Dictionary of American Biography, the Edinburg Review, Mind, Das Paedagogium, etc.

It is the special aim of the manager of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET.

Much valuable apparatus has been procured for the various departments of Mathematics, Astronomy, Physics and Chemistry; and these subjects are illustrated by experiments. A Chemical Laboratory has been provided, which contains working tables supplied with gas and water, and affords every facility for practical work.

A Biological Laboratory has also been fitted up with the necessary applicances for pursuing work in the departments of Biology.

A considerable part of the annual State appropriation is expended in the purchase of apparatus for the departments of Chemistry, Physics and Biology. In the selection, special reference is had to laboratory work by the students themselves. Additions are being constantly made to the apparatus. A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of mineralogy and geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

LITERARY SOCIETIES.

There are three literary societies in the University—the Athenian, the Philomathean and the Adelphia—the last being composed exclusively of ladies. The members have opportunity to exercise themselves in declamation, composition and debate, and to become familiar with the modes of conducting business in deliberative assemblies. The work of these societies forms a valuable part of college training, and all students are strongly urged to join one or the other. No student will receive a diploma who has not been a member of one of these societies at least a year.

METHODS OF INSTRUCTION.

Instruction is given both by recitation and lectures. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the powers of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

ADMISSION AND DISCIPLINE.

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the classics.

In exceptional cases students are admitted to classes for a week on trial, withour examination, provided the Professors in charge are reasonably certain that they can maintain their standing.

Ladies are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for young men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing of either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college duties, he will be dismissed. But, in the latter case, his parents will first be requested to withdraw him, and if not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inade-

quate preparation. The surest guaranty of success is an honest and determined effort to suceeed. If the student has learned nothing more during the years spent in college than how to study, and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE.

Students are required to be present at prayers in the chapel every, morning, unless excused by the Faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A student's prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser but also better than they came. If such is not the case it will not be for want of care on the part of the Faculty.

DEGREES.

The degree of Bachelor is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The degree of Master will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainments as will make them worthy recipients of it, without reference to the time elapsed since graduation. The fee

for this degree is ten dollars. For the degree of Doctor of Philosophy, see another part of this Catalogue.

No degree will be conferred until all dues are paid.

TUITION.

Regular tuition in all departments, per term	$7 00
Contingent fee for all students whether they have free scholarships or not, per term	3 00

In addition to these fees there are the following extras:

Piano or voice culture, per term, two lessons per week	$ 10 00
Use of piano one hour per day, per term	3 00
Book-keeping and allied branches, per term	5 00
Stenography and type-writing, per term	5 00

Students who take more than the prescribed amount of Chemistry necessary to a degree will be charged $2.00 a term for the excess. It will be seen, however, that any one of our degrees can be earned without the payment of a single extra fee.

Those students who wish to pursue studies privately in the collegiate departments for which they wish to have credit toward the attainment of a degree will be required to pass an examination on each branch and for this examination an extra fee of $5 will be charged, which may, however, be remitted by a vote of the Faculty.

All tuition bills must be paid within the first thirty days of the term. No exceptions can be made to this regulation.

One student from each county of the State is admitted free of charge for tuition. Any one desiring to have the benefit of a county scholarship, must receive his appointment from the Auditor and Commissioners of the county, and obtain from them a certificate stating that he is of good moral character and an actual resident of the county from which he is sent.

All students, whether they hold a scholarship or not, are charged room rent and contingent expenses, and are held liable for any damage that may be done to their rooms.

Board can be obtained within a reasonable distance of the University at $2.75 per week. By forming clubs, students may board at $1.75 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because liable to be prejudicial to health.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low—as low as at any other institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daugh-

ters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply, exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know as near as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.		HIGHEST.	
Contingent Fee and Free Scholarship	$9 00	Tuition	$30 00
Board in clubs	70 00	Board in private family	150 00
Room	30 00	Room	00 00
Books	11 00	Books	20 00
	$120 00		$200 00

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the literary societies. The additional charges for students who take electives in chemistry and for the special class in electricity are elsewhere noted.

MAPS AND CHARTS.

An excellent set of maps, chiefly those of Kiepert, intended to illustrate the physical features and political changes of the historical countries of Europe and the East has lately been added to the equipment of the institution. These, in addition to those already on hand, afford an important and well nigh indispensable aid to the study of History and Geography. The outfit in this regard is believed to be unusually complete.

THE EMERSON PRIZE POEM FUND.

The late W. D. Emerson, of the class of '33, bequeathed to the Trustees of the University the sum of one thousand dollars, the interest of which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The interest of this fund will again be available in June, 1895. As at present invested it yields an annual revenue of $65. The first award was made in 1893 to Miss Carrie Schwefel.

ELECTIVES.

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than seventeen, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be con-

vinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective he must pursue this branch until his deficiencies are made up.

During the past few years a number of students both undergraduate and post-graduate have pursued advanced studies on special lines. With the recent increase in the number of the Faculty a larger number of students can be accommodated and in a larger number of branches.

ABOUT GETTING POSITIONS.

The President and the different members of the Faculty are frequently asked what they can do in the matter of finding employment for students upon graduation, or even before. To this question the invariable answer is that they do not and can not conscientiously make any promises; nor can any self-respecting body of men similarly situated. But their experience and observation has been as to those who seek positions as teachers, that the demand for competent and thoroughly trained men and women has generally exceeded the supply. Not infrequently students who give promise of success are induced to leave college before graduation by the offer of a tempting situation.

It needs to be kept in the mind that knowledge and education do not fit any person for any employment. These are indeed important—in fact essential; but the personal equation is also important. Students who get along smoothly with their superiors and their fellows, and who make a good, or even fair, record in their classes, rarely fail of success in after life. On the other hand, those who are chiefly concerned to get a maximum of credit for a minimum of work; who are in constant fear lest their merits should not be duly recognized; and who are more concerned to seem than to be, may expect to be estimated at their true value sooner or later.

In every occupation those who are willing to begin pretty near the bottom, no matter how well educated, but who are constantly on the alert to supplement their knowledge and training with the experience of practical life, rarely fail of regular and fairly rapid promotion. More essential to success than mere intellectual ability, are trustworthiness, an honest and conscientious desire to do one's best, united to promptness and fidelity in the performance of duty. Students who do their best, whether under the eye of an overseer or not, rarely fail to make successful teachers, or professional, or business men, even when their class record has

not been particularly high. It is the observation of all teachers that students who are regular in the performance of their daily duties for several years, usually become good, sometimes even fine, scholars. He who has learned how to study, has an education within his reach.

It is the constant aim of the officers of the O. U. to make their students self-reliant, to cultivate in them the spirit of honor—in short, to make them manly men and womanly women. They also make it a point to inform inquirers about the qualifications of candidates for positions as nearly as possible as to the exact facts in the case, believing such a course to be the only just one toward all the parties concerned. While they do not claim to be infallible, they have the satisfaction of knowing that in hardly a single instance have they misjudged a student who has been under their tuition for two or more years. No student or prospective employer should assume that a recommendation will be forthcoming from the President or any member of the Faculty upon demand, merely because they have stood to each other for some years in the relation of teachers and pupils. On the other hand, the Trustees and Faculty will co-operate heartily to aid every worthy student in every possible way, both while in college and afterward.

POST GRADUATE STUDIES AND THE DEGREE OF PH. D.

The degree of Doctor of Philosophy will be conferred on persons who furnish evidence to the Faculty that they possess conspicuous scientific attainments. Such evidence may consist either in the written or printed work of the candidate, or in the examination he undergoes before the Faculty, or both. A thesis will in all cases be required, and it must be submitted at least six weeks before commencement. Great stress is laid upon the fact that no mere mastery of other men's labors, however complete, will entitle a candidate to the degree. He must give evidence of possessing, not merely a measure of natural ability, but that kind of scientific training which qualifies him to be an original investigator in his chosen department. He will be expected to know not only all that others know upon his chosen theme, but to have added some new discovery, however slight. If the subject chosen be literary, or historical, or philosophical, the matter should be so arranged and combined as to exhibit new results or justify some new inferences. Candidates are reminded that no mere essay or lecture of a popular character can be accepted. Under ordinary circumstances they should allow themselves at least a year in which to prepare a thesis; and under the most favorable conditions hardly less than six months will suffice. The shorter time will be sufficient only when the writer is already thoroughly familiar in a general way with the subject of which his thesis treats.

We do not require residence because we have found that this condition, though eminently desirable, debars some capable specialists

from receiving the recognition to which their attainments justly entitle them. It is, nevertheless, the purpose of the officers of the O. U. that the degree of Ph. D., when conferred by them, shall have such a definite value as to commend the bearer to the consideration of competent judges.

We have frequently been asked to lay down a course of study for this degree. The Faculty have always refused to do so for the reason that it would only be continuing the college course somewhat further. One who is worthy of this degree ought to be so familiar with the field in which he proposes to work as to need but little guidance; he ought to know more of the particular subject that he has investigated than any one before him. He should himself be the best judge of the matter he can use to advantage bearing upon the special line of investigation he wishes to pursue. In view of these conditions it is evident that so few will apply to us for this degree as to make printed directions superfluous. In short, we hold that the degree of Ph. D. should be granted to thoroughly mature students only. The Faculty will, however, be glad to correspond with prospective candidates and to make such suggestions as may seem proper under the circumstances.

It is not to be assumed, as a matter of course, that failure or inability to gain the degree indicates a general lack of capacity. A man may possess great ability, and yet not be a poet, or an orator, or a scientific investigator. Sometimes fine general scholarship, great intellectual breadth, or superior skill in the correlation and combination of facts discovered by others may incapacitate him for the minute examination of a single point. Sometimes, again, lack of time, or defective mental training, which circumstances render it impossible to overcome, put out of the reach of persons the needed intellectual concentration which the scientific study of a subject postulates. While the Faculty do not design to make the attainment of this degree unreasonably difficult, they do intend that it shall signify thorough scientific training and not mere general scholarship, however extensive. A reading knowledge of at least one modern language will be an indispensable requisite. The fee for diploma is $25. In addition to this a fee of $5 must accompany the thesis.

SCHOLARSHIPS.

At their meeting in 1892 the Trustees established ten scholarships having a cash value of one hundred dollars each. These scholarships will be awarded by the Faculty to graduate students of this or any other college whose previous studies have qualified them to profit by the advantages they afford. Their object is to encourage special study within comparatively narrow and well defined limits. In most cases the recipients will be required to teach one hour per day. These so far as at present determined are as follows:

1, Biology. 2, Chemistry. 3, Educational History. 4, English Literature. 5, Latin and Roman History. 6, Greek. 7, Philosophy.

8, Psychology. 9, Mathematics. 10, Physics. Candidates who intend to make application for any of these scholarships are requested to correspond with the members of the Faculty in whose department the subjects belong.

HONOR COURSES.

The Faculty have established a series of honor courses to which students will be admitted on the following conditions: The applicant must have completed the work of the Sophomore year or its equivalent; he must show more than average capacity for the studies he wishes to pursue; he must be able to speak and write the English language correctly and with ease. The studies that constitute these courses are a good deal more difficult than the regular work of the last two years. Some of them are given in this catalogue.

Detailed Statement of the Departments of Instruction.

GREEK.

PROFESSOR SUPER,
ASSOCIATE PROFESSOR DUNKLE.

It is the aim of this department not only to teach students to read the authors commonly read in colleges, but also to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, constant attention is called to the words related to other languages, particularly Latin, German and English; and the laws of consonantal mutation are explained. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is thought a more lasting and more satisfactory impression will thus be made upon the mind of the student than by the use of selections only.

It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that a study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important element of a liberal education.

Before admission to the college class in this department, the student must be fairly familiar with the Greek grammar and have read three books of the Anabasis and three books of Homer's Iliad.

The Freshmen read about seventy-five pages of Herodotus in Goodwin's Greek Reader; nearly the same number of pages in Winans' edition of Xenophon's Memorabilia; and the Apology and Krito of Plato entire.

Works of Reference: Hadley's and Goodwin's Greek Grammars, Goodwin's Greek Moods and Tenses, Liddell & Scott's Greek Lexicon, Anthon's and Smith's Classical Dictionaries, Autenrieth's Homeric Dictionary, Ginn & Heath's Classical Atlas.

ELECTIVES.—Students who wish to pursue the study of Greek beyond the regular course can be accommodated with three exercises per week for three terms, the subjects to be studied, or the authors to be read, to be selected by the professor. The following is the general programme: As the Freshman year is devoted to a review of the Syntax, the Accidence of the Greek language in general, the student is prepared

to take up the study of masterpieces, either in oratory, philosophy or poetry, with special reference to the characteristics of each. With these ends in view, one or more terms may be given to one or more of the Attic orators, to one longer and two shorter Platonic dialogues, or to some of the principal dramas. One elective term in Greek history is offered, and one in Comparative Philology.

LATIN.

PROFESSOR EVANS,
ASSISTANT PROFESSOR CONAWAY.

To enter the Freshman class, students are examined on four books of Cæsar, seven orations of Cicero, and six books Virgil's Æneid.

Romæ Viri Illustres, Sallust's Catiline, and selections from Ovid may be substituted for an equivalent of the other authors.

During the first part of the Freshman year attention is directed to Latin Rhetoric as exemplified in the works of Cicero and Livy. During the latter part of the year, the class reads the Odes of Horace and studies Roman History. Throughout the whole year there are frequent exercises in sight reading and in turning into the original English renderings of Cæsar, Eutropius, and Nepos.

In the whole work the endeavor is to impress on the minds of the students that Latin is the language of a moral and practical people who left their mark on the world in law and government; and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Hand-books: Allen and Greenough's or Harkness' Grammar; Allen's Roman History; Harper's Lexicon.

Kiepert's wall maps of the Roman Empire and of various countries, Ginn and Co.'s Classical Atlases, Gow's "Companion", Smith's Dictionary of Classical Biography, and Smith's and Seyfert's (Nettleship and Sandy) Dictionaries are freely accessible to students for reference in their work.

ELECTIVES: Each year one of these courses is offered to students who desire to continue the study of the Roman people, beyond the course that is required.

1. Latin:

Terence, Cicero, Lucretius, Horace, Juvenal, Tacitus, Paterculus, and Quintilian are studied according to the tendency or the choice of the class.

The students have access also to Simcox's, Teuffel-Schwabe's, (Warr's translation), and Browne's Histories of Latin Literature, and to Guhl and Koner's Life of the Greeks and Romans.

2. Roman History:

A whole year is given to the study of the military and political history of Rome, special attention being directed to the causes of the struggles between the Patricians and Plebeians, and between Rome and

Carthage; and to those which made Rome the conqueror of the world, as well as to those causes which led to the decline of the Republic.

Books for study and reference: Epochs of Ancient History; Lanciani's Ancient Rome in the Light of Recent Excavations; The Great Captains—Hannibal—by Dodge; Duruy's and Mommsen's Histories of Rome, Long's Decline of the Roman Republic, and Labberton's Historical Atlas.

3. The Roman Constitution and Outlines of Roman Law:

This course is of interest to students who look forward to the study of law, as a study of Roman law helps to get a clear idea of the fundamental conceptions of Jurisprudence. The study of the development of the Roman constitution and laws will help to understand how all constitutions and laws grow. In the last two courses described, students are required to consult Roman authors in addition to the authors already mentioned.

HONOR COURSE.

FIRST YEAR.

Cicero, De Senectute and De Amicitia, De Officiis, Book III, and the Second Oration in Antonium. Catiline, The Jugurthine War. Livy, Books I and II. Horace, The Odes Books I to IV, and Carmen Sæculare. Sight translations from Nepos, Eutropius, Ovid and Virgil, together with Latin Prose Composition. History of Rome: Ihne, Early Rome; Smith, Rome and Carthage. History of Roman Literature: Teuffel, in part. Mythology and Life of the Romans: Selections from Murray's Manual and from Guhl and Koner. Grammar: Thacher's Madvig.

SECOND YEAR.

Paterculus, Book II, Livy, Books XXI to XXIII; Tacitus, The Annals Book II. Horace, The Epistles Books II and III; Terence, The Adelphi; Lucretius, Book IV; Juvenal, Satires I and V, and Plautus, Aulularia. Cicero, Brutus, the Orations Pro Murena, and Pro M. Cælio. Pliny the Younger, Select Letters. Quintilian, Book X. English Renderings of Livy, Cæsar and Nepos turned into Latin. Sight Translations of Suetonius, Phædrus, Curtius Rufus and Persius. History of Rome, three chapters in Vol. I of Long's Decline of the Republic; Marius, the Græchi and Sulla in the Epoch Series; chapters in Duruy's History of Rome; History of Roman Literature, Teuffel continued and Simcox, Vol. II in part. Philology, Henry's Short Comparative Grammar and Roby, Vol. I.

MATHEMATICS AND ASTRONOMY.

PROFESSOR HOOVER,

The course in pure Mathematics embraces nine terms, distributed as follows: Algebra, three terms; Geometry, two terms; Trigonometry

and Surveying, two terms; Analytic Geometry, one term; Calculus, one term. Of these, three terms, including Algebra to Series and Plane Geometry, are required for admission into the Freshman class; the remaining six terms are included in the College Department, covering the Freshman and Sophomore years.

See also courses of study and electives.

In teaching the pure mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of mathematics is to apprehend these clearly.

Power to apply the principles is tested by a wide range of exercises drawn from various sources, and adapted to the capacity of the student.

A part of the Spring term in the Freshman year is devoted to the subject of land surveying and to other applications of Trigonometry. This work is important as giving good examples of the utility of mathematical science in its practical applications. The department is in possession of an excellent set of surveying instruments, including a transit, level, rod, and other necessary appurtenances. These are in frequent use by the students.

ELECTIVES.—In this department the following electives are offered: Differential Equations, Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Quaternions; Determinants; Mathematical Optics; Least Squares; and Astronomy.

HONOR COURSE.

JUNIOR YEAR.

First Term.—Advanced Differential and Integral Calculus, fifteen hours per week.

Second Term.—Differential Equations, twenty hours per week.

Third Term.—Advanced Analytical Mechanics, twenty hours per week; or, Modern Analytical Geometry including Trilinears, etc., with Solid Geometry, twenty hours per week.

SENIOR YEAR.

First Term.—Spherical Astronomy with Least Squares, twenty hours per week.

Second Term.—Same continued, and Theoretical Astronomy begun, twenty hours per week.

Third Term.—Elliptic Functions, twenty hours per week.

The student must have a reading knowledge of one of the Modern Languages before he enters on this course. For the work of this year there may be substituted studies in Mathematical Physics, including Electricity and Magnetism, Optics, Heat and Sound, all preceded by Least Squares.

RHETORIC AND ENGLISH LITERATURE.

PROFESSOR BOUGHTON.

The work of this department is intended to accomplish two objects: first, to cultivate the art of expression; second, to give the student a practical knowledge of English and American authors.

Preparatory to collegiate work, the student must show proficiency in the use of English, and must have a knowledge of the elements of Rhetoric. In other words, he must have had the following work or an equivalent: Reed and Kellogg's Higher Lessons in English, Waddy's Elements of Composition and Rhetoric, and Genung's Practical Rhetoric.

The required work in English is as follows: For the B. S. degree, English IV, First Term; for the A. B. or B. Ph. degrees, English IV.; for the B. Ped. degree, English IV., and the First Term of English V. The other courses given below are electives, open only to such students as are prepared for the work.

ENGLISH I. PRACTICAL JOURNALISM.

This is a three hour course extending through the year, but students of any grade may enter the class at any time. The work consists in gathering current news, educational items, and literary notes and in preparing this matter for publication. Every student is a reporter for some newspaper published in the vicinity of Athens, and is held responsible for a certain amount of copy weekly.

ENGLISH II. BEGINNING LITERATURE.

First Term (5): American Authors—A Study of Recent Magazine Literature.

Second Term (5): American Authors—A Study of the more celebrated American writers.

Third Term (5): History of American Literature, Hawthorne and Lemmon's text-book.

In 1894–5 a similar course in English Literature will be substituted for the above. While the work is designed for Freshmen, the two courses may be substituted for the Latin of the Pedagogical course.

ENGLISH III. RHETORIC.

First Term (5): 1. Narration and Description as treated in Genung's Practical Rhetoric. 2. Lewes' Principles of Success in Literature. 3. Style.

Second Term (5): 1. Exposition and Argumentation as treated in Genung's Practical Rhetoric. 2. Eloquence. 3. Modern Orators.

Third Term (5): 1. Versification. 2. Corson's Primer of English Verse. 3. Poetry. 4. A Study of Tennyson.

This work shall be accompanied by a number of written exercises in Narration, Description, Exposition, Versification, and Oratory.

ENGLISH IV. JUNIOR LITERATURE.

First Term (5): Morley–Tyler's Manual of English Literature.

This course is required of all students.

Third Term (5): English and American Men of Letters—Essays and Discussions.

This course is required of all students except those who are studying for the B. S. degree.

ENGLISH V. SENIOR LITERATURE.

First Term (5): Shakspere—1. Dowden's Primer. 2. Richard III., As you Like It, Julius Caesar, King Lear, Hamlet, Macbeth, Othello, Cymbeline, and The Tempest. 3. Moulton's Shakspere as a Dramatic Artist.

The written work of this term shall include an original drama.

This course is required of Senior Pedagogical students, but must be preceded by English IV.

Second Term (5): Browning—1. Corson's Introduction to Browning. 2. Readings from Browning.

Third Term (5): Sherman's Analytics of Literature.

ENGLISH VI. POST-GRADUATE ENGLISH.

For 1893–4 the Scholar in English has been assigned work as follows: Mrs. Oliphant's Literary History of England 18th and 19th Centuries, 3 vols.; Stedman's Victorian Poets and Poets of America; Analytics of Literature; McCarthy's History of Our Own Times, Chapters XXIX. and LXXII.; Howell's Criticism and Fiction; Symond's Realism and Idealism (Littell, vol. 175, p. 109); Lang's Realism and Romance (Littell, Vol. 175, p. 618); Gosse's Realism in Fiction (Forum, Vol. 9, p. 391); Huxley's Scientific and Pseudo-Scientific Realism (Pop. Science Mo., Vol. 30, p. 798); Ruskin's Sesame and Lilies; Carlyle's Sartor Resartus; Emerson's Society and Solitude; Scott's Ivanhoe; Dickens' Oliver Twist; Thackeray's Vanity Fair; Eliot's Adam Bede; Hawthorne's Scarlet Letter; Howells' Rise of Silas Lapham; Wallace's Ben Hur; Scott's Marmion; Wordsworth's Excursion; Tennyson's In Memoriam; Bryant's Prairie; Browning's A Death in a Desert; Longfellow's Morituri Salutamus; Lowell's Commemoration Ode; Aldrich's Baby Bell. Finally there is to be written a thesis of 5000 words on "Realism and Idealism of the Nineteenth Century."

ENGLISH VII. HONOR COURSE.

Preparatory to this course, Elocution (one year), Elementary Psychology, English II. (two years), English III. (one year), and Logic will be required.

Junior year (17): 1. English IV. 2. Historical: Green's History of the English People; Lecky's England in the XVIIIth Century, chapters 1–4, 8(78 pages), 9, 15, 18, 19, 20 and 23; Taine's English Literature; Lounsbury's English Language, Part I. 3. Reading, Prose: More's Utopia, Sidney's Apologie for Poetrie, Jonson's Timber, Bacon's Essays, Milton's Areopagitica, Bunyan's Pilgrim's Progress, Walton's Complete Angler, Swift's Gulliver's Travels, Addison's Coverly Papers, DeFoe's Robinson Crusoe, Johnson's Essays on Pope and Dryden, Burke's American Speeches, Goldsmith's Vicar of Wakefield. 4. Reading, Drama: Marlowe's Jew of Malta, Jonson's Alchemist, Beaumont and Fletcher's Philaster, Fletcher and Shakspere's Two Noble Kinsmen, Webster's Duchess of Malfi, Shakspere complete. 5. Reading, Poetry: Chaucer's Canterbury Tales, Spenser's Faerie Queen, Milton, Dryden's Odes, Pope's Essays, Goldsmith, Thompson, Cowper, Burns. 6. A Thesis.

Senior year (17): 1. English 5. 2. History: McCarthy's History of Our Own Times, Carlyle's French Revolution, Mrs. Oliphant's Literary History (3 vols.), Stedman's Victorian Poets and Poets of America. 3. Reading, Prose: Two works each of Scott, Dickens, Eliot, Thackeray, Irving, Hawthorne, and Wallace; one volume each of DeQuincey, Macaulay, Emerson, and Lowell. 4. Reading, Poetry: Selected poems from English and American poets with a more special study of Bryant, Lowell, Tennyson and Browning. 5. Elocution: The Dramatic Rendering of Shakspere (one term). 6. A Thesis.

BIOLOGY AND GEOLOGY.

PROFESSOR CHAPIN.

Students in all the preparatory courses have been required to pursue the subject of Physical Geography in this department, though the study is treated in as broad a manner as time and facilities will permit. Work in Physics is not presupposed, but, as some knowledge of physical laws is essential to a fair comprehension of the subject matter, several lessons are devoted to this branch at the outset, accompanied by a few experiments. During the term, talks are given upon animal and plant life, and some simple geological principles are discussed. For practical work in Meteorology, each student is required to keep a daily record of the barometer and thermometer, prevailing wind, etc., and to prepare barometric charts for examination.

The work in Zoology being assigned to the winter term, use is made of alcoholic and dry specimens of animals that have been collected earlier in the year from the streams and fields of this locality, to which are

added a liberal supply of marine types. The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him, step by step, to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are freely discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a course in the laboratory, the subject of classification receives more careful attention, all the branches of the animal kingdom being taken up in their order.

The course in preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course, this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to do much work in dissection, besides making a practical study of a few histological structures Physiological principles and theories are discussed according to the latest investigations, and experiments will be performed in the laboratory, which is well equipped for physiological investigations. The department is further supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in the Preparatory Pedagogical Course only, though many from the collegiate courses pursue this study. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants, and to make careful drawings of the different stages of growth. Leaves, roots and stems are studied from the objects as far as practicable, and careful dissection of certain typical flowers precedes the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all. In the collegiate course, the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A new biological laboratory has just been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffine bath, etc. The student is given practical training in Microscopy, and is taught the processes of staining and how to pre-

BIOLOGICAL LABORATORY.

pare permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plant and animal forms, and the laboratory work will be accompanied with lectures, in which the composition of organisms, methods of reproduction, development and other biological subjects will be discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures are given from time to time upon dynamical, structural and paleontological Geology, and these subjects are further studied in the field. Work is also offered in determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

Works of reference: Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmid's of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and Special Morphology, Vine's Physiology of Plants, DeBary's Comparative Anatomy of Phanerogams and Ferns, Huxley and Martin's Biology, Sedgwick and Wilson's Biology, Claus and Sedgwick's Zoology, Packard's Zoology, Landois's Physiology, Foster's Physiology, Schäfer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology and Government Reports.

PREPARATORY MEDICAL COURSE.

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in the medical schools, whereby a year's time may be gained. With this object in view, the department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end, it begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the course, close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy of man, and the few differences, being continually referred to.

Arrangements have been made with the large Insane Asylum located in Athens, whereby students of the University are allowed to attend post-mortem examinations and to assist in the work. Newly purchased apparatus will afford excellent means for experimental work in Physiology. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

Upon the completion of this course, any student may be admitted to the third year of the four years' course of study in the Starling Medical College, Columbus, Ohio. Valuable concessions will also be granted by other leading medical schools.

Among the works of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Foster's Physiology, Foster and Langley's Practical Physiology, Foster and Langley's Embryology, Hertwig-Mark's Text-book of Embryology, Minot's Human Embryology, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy and Sternberg's Bacteriology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology and Bacteriology.

PEDAGOGICS AND PHILOSOPHY.

It is the aim of this department to prepare students for the profession of teaching. Such preparation requires (1) a vivid conception of the true end of education; (2) a knowledge of, and a practical acquaintance with, the right method to be used in attaining that end; (3) a knowledge of the principles upon which those methods are based; (4) a true conception of educational values; (5) a broad range of scholarship and general culture. Every opportunity is improved to impress upon the students the fact that the object of education is not primarily the communication of knowledge, but symmetrical development of the powers of the mind. It is a prominent object of instruction in the history of education to make the history of nations illustrate on a grand scale the fact that defective and stunted types of civilization are largely due to false educational ideas. The belief is that students will be helped in this way, as they can in no other, to a true conception of what education should be, and to a realization of its transcendent importance. It is an equally prominent object of instruction in the history of education to help students to gather from the theories of the great educational reforms those principles which may fairly be claimed to have universal validity, and to have a place in the science of pedagogy.

As a further preparation for the science of education, psychology is studied with great care. After a careful and critical study of the history

of education and psychology has familiarized students with the true idea of education and the principles upon which intelligent efforts to attain it must be based, instruction is given in the science of education—which is but the systematic and orderly statement of the principles with which at that point students are already familiar—and also in methods.

If the primary end of education is development of faculty rather than the communication of knowledge, the question which Spencer regards as first in logical order in the theory of education, "what knowledge is of most worth?" is not first, or even second. The question is, what faculty is of most worth? What stress shall be laid upon the culture of the various faculties of the mind in order to attain the true end of education, the symmetrical development of the entire man? And the second is, what is the education value of the various studies in the curriculums of our schools and colleges? In other words, what is their capacity when rightly studied to contribute to this end? This is deemed an important part of the theory of education, and the attempt is made to give students as definite an idea of it as its great difficulty and complexity admit.

And no opportunity is neglected to impress upon students the fact that the highest success possible to the teacher can not be obtained by the pedant, however scholarly he may be, and however profoundly he may have studied the science and art of education. The effort is constantly made to make them feel that to succeed as teachers, they must be men with a broad range of sympathies, interested in all that concerns men.

While these ideas may be said to shape the methods of instruction in this department with all classes, very different degrees of prominence are given to them under different circumstances, the attempt being made to have regard to the needs and development of students. The Department of Pedagogy, as at present organized, has two courses—a short course about equal in length and thoroughness to that of the best state-normal schools in the country, and a long course, leading to the degree of Bachelor of Pedagogy, and fully equal in thoroughness and culture value to any of the other courses offered by the college. The great object of instruction in the Department of Pedagogy, in the shorter course, is to give students as vivid an idea as possible of the true value of education, and a living knowledge of the being to be educated—"the living, learning, playing child." Text-book instruction in psychology is constantly supplemented by reports of observations of children, and students are daily asked to report observations that illustrate the matter in hand—or indeed observations of children in general. The attempt is made to interest students in children as deeply as possible, since all true methods of teaching have their roots in the nature of their minds.

The history of education in the shorter course aims, (1) to interest students in the lives and labors of the pioneers of educational thought,

and (2) to emphasize those theories that seem to be of a practical character to-day.

Pedagogy proper, in the shorter course, is largely a study of methods. The subject is taken up in the last term of the year, after psychology and the history of education have been pursued, and it is one of the chief aims to fix and organize the practical suggestions and hints that have been made in connection with those two subjects.

In the longer course, the department aims to keep constantly in mind that it is dealing with those who are to be leaders of the educational thought. The aim is to teach Psychology with such thoroughness that those students who afterwards become Superintendents may teach it intelligently to their students, and at the same time learn all that it has to teach concerning the principles that underlie all correct methods of teaching.

Students are urged and stimulated to accept nothing on the authority of the text-book when it can be at all avoided. An important aim of the instruction is to encourage them to verify as far as possible the statements of their author—to induce them, in a word, to study the *subject*, and not simply a book about the subject.

The history of education in this course is divided into two parts: First, a study of educational ideals, and ideas and theories and systems and institutions of the past as they have appeared in the great nations of the world; and second, a study of contemporaneous systems and institutions—state and city school systems in this country, American colleges and the systems of England and France and Germany. It is a chief aim of this department to train students of education to develop an interest in, and an aptitude for, the study of the subject that underlies all others. Students are made to feel that the varying educational systems and institutions all over the world are so many experiments in the great educational laboratory, and that society has the highest possible interest in knowing precisely what these experiments teach. It is made a part of their work to make studies of educational subjects, the results of which are read before the class and thoroughly criticised by them.

The study of the history of education proper is to a large extent a study of the intellectual development of the world, since the history of education is the history of one of the most important factors of that development.

The science of education in this course aims to take a survey of the entire subject—aims to put students at the point of view where they have a keen appreciation of such practical problems: as courses of study, school architecture, superintendence, etc., as well as to give them a clear grasp of the principles and methods that naturally follow from the laws of the mind. And here, as everywhere, the aim is to keep as close to life as possible—to illustrate the various conclusions reached, by an appeal to the actual experience of some part of the world, wherever that is possible.

Such studies have this term—Fall—been made in the school systems of Ohio, Pennsylvania, New York and Massachusetts.

PEDAGOGY.

PROFESSOR GORDY.

COURSE I. EDUCATION FROM A NATIONAL STANDPOINT.

Text-books: Fouillee's Education from a National Standpoint; Spencer's What Knowledge is of most Worth? This subject is required of the Freshman Class. Three hours per week.

COURSE II. HISTORY OF EDUCATION.

Text-books: Davidson's Aristotle; Quick's Educational Reformers; Aristotle's Politics; Grote's History of Greece; Laurie's Universities; the Great Educator's Series: Pestalozzi's Leonard and Gertrude; Rousseau's Emile; Life and Lectures of Horace Mann; Spencer's Education; Gordy's Development of the Normal School Idea in the United States. These are all required subjects for students taking the Pedagogical Course. Four hours per week.

COURSE III. SCIENCE OF EDUCATION.

Text-books: Bain's Education as a Science; De Garmo's Essentials of Method. Books of reference: Rosenkranz' Philosophy of Education; Fitch's Lectures on Teaching. Required of all members of the Senior Class taking the Pedagogical Course.

ELECTIVES AND HONOR COURSES.

Students who are admitted to Honor Courses will be required to take the equivalent of one recitation a day in the department in which they expect to teach during the last two years of their course.

HONOR COURSE FOR THE JUNIOR YEAR.

Mill's Logic; James' Psychology, two volumes; Plato's Republic; Aristotle's Politics; Grote's History of Greece, the Chapter on Socrates; Laurie's Universities and Comenius. De Guimp's Pestalozzi; Lectures of Horace Mann; Gordy's Development of the Normal School Idea in the United States; Seminary on the Study of Children, once every two weeks.

HONOR COURSE FOR THE SENIOR YEAR.

Students taking the Honor Course in the Senior Year will devote themselves to a study of Educational Ideals in Europe. Their reading will be directed toward giving them a grasp of the relation between such ideals and the civilization of which they were to a greater or less degree

the expression. The line of thought to be especially considered will be the reciprocal influence of the ideals and the social conditions that called into being.

Seminary: City School Systems, once every two weeks.

PSYCHOLOGY AND ETHICS.

PROFESSOR GORDY.

PROFESSOR LE ROSSIGNOL.

The courses indicated below are intended for undergraduate students and for such graduate students as have not already taken their equivalent. It will be noticed that much of the work outlined in the Honor Courses is covered by class-work and lectures. The advanced courses are open only to students who have completed the preliminary work.

FALL TERM.

1. *Psychology* (required), James' Physchology. Briefer course.

Books of Reference: James' Principles of Psychology; Ladd, Outlines of Physiological Psychology. Four hours a week.

2. *Hypnotism* (elective).

The History, Methods and Results of Hypnotic Investigations, accompanied, where practicable, with experimental demonstrations.

Books of Reference: Moll's Hypnotism with the authorities there referred to; Proceedings of the Society for Psychical Rescearch.

3. *History of Modern Philosophy* (elective).

Descartes' Method and Meditations; Russell's Philosophy of Locke; Hume's Treatise on Human Nature, Book I.

Books of Reference: Falkenberg's History of Modern Philosophy; Ueberweg's History of Philosophy, Vol. II; Windelband. Four hours a week.

4. *Advanced Logic*, (elective).

Mill's System of Logic.

Books of Reference—Lotze, Sigwart, Bradley, Jevons. Four hours a week.

The following alternative courses are also offered as electives, to continue throughout the year.

5. *Spencer's Philosophy.*

Spencer's First Principles and Psychology.

Books of Reference—Fiske's Cosmic Philosophy, Lewes' Problems of Life and Mind. Two hours a week; or

6. *Lotze's Philosophy.*

Lotze's Metaphysics and Microcosm.

Books of Reference—Bowne's Metaphysics; Lotze's Outlines. Two hours a week.

WINTER TERM.

7. *Logic* (required).

Hyslop's Elements of Logic. Books of Reference—Mill's System of Logic; Fowler's Inductive Logic. Four hours a week.

8. History of Modern Philosophy, (continued as an elective).

A study of Kant as in Watson's Selections from Kant and articles in the Philosophical Magazines, with reference to the critical work of Caird, Watson and Morris. Two hours a week.

9. History of Philosophy (required).

Fraser's Selections from Berkeley, with lectures on Ancient Philosophy.

Books of Reference—Schwegler and Ueberweg.

10. Ethics (elective).

Murray's Introduction to Ethics, Essays and Discussions.

Books of Reference—Sidgwick's History of Ethics and Methods of Ethics; Martineau's Types of Ethical Theory. Four hours a week.

II. *Philosophical Psychology* (elective).

This course will begin with lectures on the nervous system, with microscopical demonstrations, and will include a series of experiments selected from Sanford's Laboratory Course, in the American Journal of Psychology.

HONOR COURSE IN PHILOSOPHY.

This course extends over two years and is subject to the regulations for Honor Courses. It is open only to students who have already taken the required work in Psychology and Logic and have therein shown special aptitude for philosophical studies. A knowledge of German, sufficient to enable the student to read German works in Philosophy, will also be required. The following is an outline of the required reading.

THIRD YEAR.

James' Principles of Pyschology; Mill's System of Logic; Plato's Theaetetus; Grote on Socrates; History of Greece, Vol. 8, Ch. 48; Descartes' Methods and Meditations; Locke's Essay on the Human Understanding; Fraser's Selections from Berkeley; Hume's Treatise on Human Na ure, Book I.; Murray's Introduction to Ethics.

FOURTH YEAR.

Physiological Psychology as above; Münsterberg's Beiläge zur experimentelle Psychologie, Heft. I.; Lotze's Philosophy as above; Watson's Selections from Kant; Caird's Philosophy of Kant; Spencer's Philosophy as above; Aristotle's Nichomachean Ethics; Spinoza's Ethics; Green's Prolegomena to Ethics.

POLITICAL SCIENCE.

PROFESSOR LE ROSSIGNOL.
ASSISTANT PROFESSOR HIGLEY.

Instruction in the principles of Civil Government is given in the Preparatory Department. The text-books used are named below, but they serve for little more than to indicate the order in which the various topics are studied. The public is just now especially interested in questions of political economy and in the larger one of sociology. Consequently many books and shorter articles are constantly appearing in the public prints, many of them worthy of the attention of the student who wishes to keep abreast with the progress of thought in these matters. The standard works are, however, carefully studied and the views therein expressed, examined and discussed with approval or dissent.

A right understanding of the questions arising from the subjects connected with this department is regarded as of the highest moment to those who will hereafter become members of the body politic; and no pains are spared to equip them for a right understanding of the social problems in the solution of which they may hereafter be called upon to assist.

Among the periodicals especially to be recommended to the students in this department are *The Forum*, *The N. A. Review*, *The Political Science Quarterly*, and *The Annals of the American Academy of Political and Social Science*. Lalor's *Cyclopedia of Political Science* is at all times accessible. It is the constant aim of the teaching in this department to impress upon students the importance of investigating political and social questions in the light of all the facts bearing upon them, with minds as free as possible from partisan prejudices and preconceived theories.

WINTER TERM.

1. *Political Economy* (required).

Walker's Political Economy will be the text-book used and will be supplemented by essays and discussions in class upon the leading economic questions of the day.

Books of Reference—Lalor's Encyclopedia of Political Science; Marshall's Principles of Economics; Articles in the Forum, North American Review, Political Science Quarterley, and other magazines. Four hours a week.

2. Seminary for the study of economic problems. Open to students who have already completed the required work. Subject for '93–'94, The History of Prices in the United States. One hour a week.

SPRING TERM.

3. History of Tariff Legislation in the United States from 1789 to 1890. For advanced students.

Text-books—Taussig's History of Tariff in the United States.

Books of Reference—Lalor's Cyclopaedia; History of the United States by Von Holst, Bancroft, Schouler and Rhodes; American Statesman Series; Magazine Articles. Three hours a week.

UNITED STATES HISTORY.

PROFESSOR GORDY.

ASSISTANT PROFESSOR HIGLEY.

Course I. Epochs in American History. Text Books: Volumes I, II, III of the Epoch Series in American History. The American Statesman Series will be used for reference. This work is obligatory and continues throughout the year.

Course II. History of the Constitution. Text-books: Andrews' Manual of the Constitution. Works of Reference: The Madison Papers; Cushing's Manual; Von Holst's History of the Constitution; The Federalist, and the Constitutional History of the United States by Curtis. This work is elective and is open to all students who have taken Course I. The class will meet twice a week in the Winter Term.

HONOR COURSES.

Junior Year. Jeffersonian Republicanism. Text-books: History of the United States from 1801 to 1817 by Henry Adams. Books to be read: The Writings of Jefferson, Madison, Gallatin, Fisher Ames, New England Federalism, Annals of Congress, American State Papers, Randolph's Jefferson, Rives' Madison, Adams' Gallatin, together with the Biographies of other leading men of the period. Course I is required as a preparation for this. The class meets twice a week throughout the year.

Senior Year. History of the United States from 1850 to 1860 Text-books: Rhodes' History of the United States. The following Works are to be read: Von Holst's History of the U. S., Selections from the Congressional Globe and State Papers; Schouler's History of the United States; the Lincoln-Douglas Debates, the Dred Scot Decision, Wilson's Rise and Fall of the Slave Power; Life and Letters of Francis Lieber; Herndon's Lincoln; Curtis' Buchanan; Schucker's Chase, and the Biographies of other prominent men of the period. The class will meet twice a week throughout the year.

Seminary in United States History: Webster's Speeches or the Dred Scott Decision, as the class may prefer.

PHYSICS AND ELECTRICAL ENGINEERING.

ASSOCIATE PROFESSOR ATKINSON.
ASSISTANT PROFESSOR SNOW.

1. Elementary Practical Physics.

This course is designed for students in the Classical, Philosophical and Pedagogical courses, of whom one term is required in the Sophomore year. The course consists of a series of physical measurements in the laboratory directed towards imparting clear ideas of the fundamental laws of mechanics, and of general physical processes such as measurements of length, area, volume and mass, specific gravity, tenacity, elasticity; also outlines of the subject of heat. The laboratory work will be supplemented by lectures and recitations on the methods and principles involved. In addition to giving the student familiarity with the principles and methods of physical measurements, particular attention is paid to the training of the senses to accuracy in observation and manipulation, full notes being taken in the laboratory. Lectures twice a week, laboratory twice a week, of two hours each.

2. General Physics.

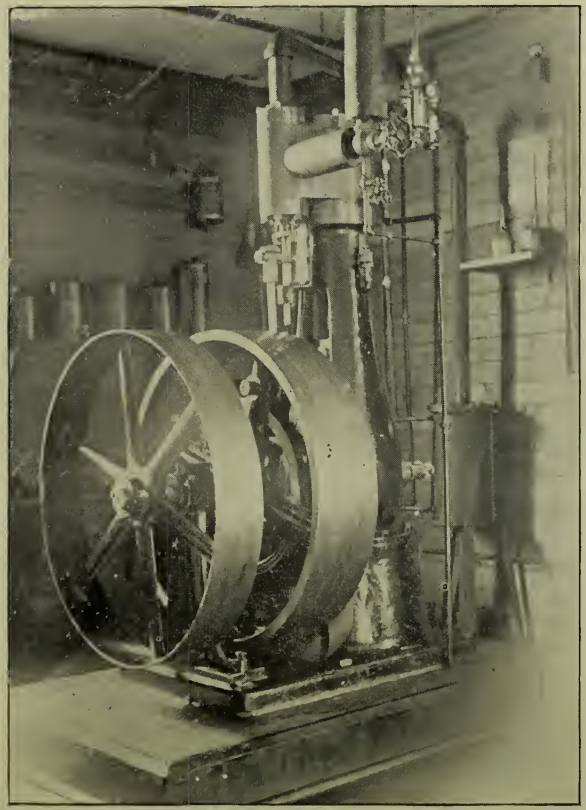
This course is required throughout the Junior year of the Scientific course, and may be taken as an elective by students in the other courses, provided they have taken those studies required regularly of students in this course. In all cases, unless previously taken, the Junior course in Chemistry must be begun in connection with this work in Physics. No student can enter upon this course until he has completed the mathematics of the first two years of the Bachelor of Science course. Students electing Analytical Mechanics will be excused from the first term of physics. The instruction is given by means of oral and written recitations with experimental demonstrations. Barker's Physics is used as a text book, but frequent references will be given to works bearing upon the subjects discussed. The first term is devoted to kinematics, dynamics, the conceptions and properties of matter and sound; the second to heat and light, and the third to electricity and magnetism. A portion of each term is spent in the laboratory in finding experimental proofs of the general principles discussed. The object of the course is to give accurate conceptions of the general principles of the science, and to find their bearing on the law of the conservation of energy.

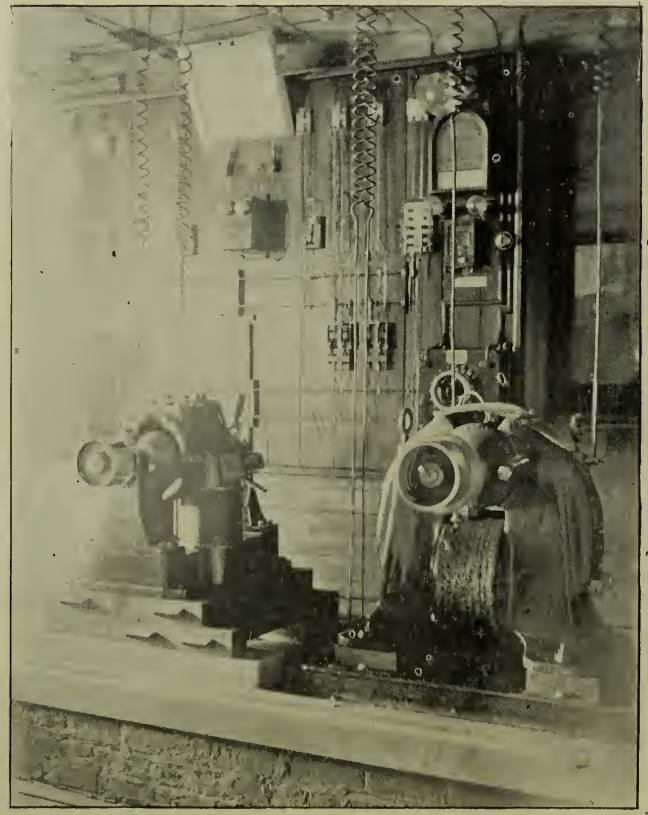
3. Physical Laboratory.

A practical laboratory course in heat, light and sound is open as an elective to those who have taken Course 1. Glazebrook and Shaw will be used as a guide. Two times a week, two hours each, for the second term.

4. Heat.

Open to those who have taken Course 2. This course is offered as an elective during the second term. Maxwell and Tait will be used as text books. Two hours a week.





VIEWS IN THE ENGINE ROOM.

5. Light.

Instead of Course 4, and on the same conditions, this course may be elected. Preston's Theory of Light or Tait. Two hours a week for the second term.

6. Physical Laboratory.

This course is offered during the third term to those who have taken Courses 2 and 3, and consists of exact measurements in electricity and magnetism; for which purpose there is a thoroughly equipped laboratory. Stewart and Gee, Kempe, and Arrton will be used constantly as laboratory references. Three times a week, of two hours each.

ELECTRICAL ENGINEERING.

The rapid development of electricity for the purpose of light and power, and its general introduction into nearly all sections of the country, have created a great demand for men well qualified in this branch of engineering. This profession now offers more inducements to young men, and the chance of rapid promotion is greater than in almost any other field; this condition of affairs will doubtless prevail for many years to come. The thoroughly educated man who combines practical experience with the theoretical knowledge of electricity and magnetism is in special demand, as many of those now engaged in this vocation are but poorly fitted for its duties. The University possesses a model incandescent light plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation and care of electrical and steam machinery.

The plant consists of a twelve horse-power automatic engine built by the Racine Company, of Wis., a horizontal steel boiler of the latest type, made by the Erie City Iron Works, a Thompson-Houston and a Westinghouse dynamo. This plant also furnishes a power to the Westinghouse motor (on the U. S. system) which drives a Gould duplex pump by means of which the University is supplied with water. The switch-board is completely equipped with rheostats and instruments for measuring current and potential. The switches and fittings on the board have been constructed by the students in our own shops. The wiring and general work of insulation is done by them as well; they are thus afforded an excellent opportunity to obtain practice in putting in electrical plants.

The electrical profession requires a certain amount of mechanical ability and training in the use of tools and machinery for working both wood and metals. Besides the ordinary carpenter shop, the department is provided with two shops, a metal and a wood-working shop. These are supplied with wood and metal working lathe, and an unusually complete outfit of tools to which additions are being constantly made. As will be seen from the outlined course below, while mastering the use of

tools the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming difficulties that may arise in embodying one's ideas, has a high educational value, aside from its practical aspect.

The theoretical portion of the work is indicated below. This includes, also, summary work with references to the leading treatises on electricity and magnetism and the machinery employed for lighting and power. Periodicals, as the Electrical Review, Electrical Engineer, Electrical World, Power, Scientific American, and Popular Science News, are kept on file, and are included in the seminary references. This work is collateral with a series of lectures extending through the year. For the practical plant work each division of those in this course is now on duty one night of each week. Each engineer is required to keep a record of steam pressure and of the current of each machine at regular intervals. Through the kindness of the Athens Electric Light and Power Company, there is cooperation with the city arc light plant, and an additional night of each week is spent in learning its care and operation under competent supervision. Here also steam readings are taken every fifteen minutes, and the amount of coal consumed and water evaporated is measured accurately, and estimates made of the cost in coal per pound of water evaporated; also the amount of coal used per indicated horse-power per hour, and the fuel cost for each lamp that is maintained. The student is thus from the beginning taught to operate an electric light plant both with efficiency and economy.

Requirements: This course is elective as a whole, and it is expected that those electing it, unless they have previously taken a portion of it, shall pursue the course regularly. None will be admitted to the course without sufficient mathematical preparation. The required number of hours must be made up from one of the regular courses. Mathematics is required up to and including Trigonometry, though analytical Geometry, Calculus and Analytical Mechanics are strongly recommended. The Junior courses in Physics and in Chemistry are also required. When the regular electrical course and the above required studies are completed, a certificate will be given showing the character of the work done, and where it is deserved, a recommendation of the student's ability and proficiency in theoretical and practical electricity. The following is an outline of the course as at present constituted; this, however, is subject to such changes from time to time as the rapid developement of the subject may dictate:

FIRST YEAR.

FIRST TERM.

Electricity and Magnetism. Elementary principles. Two hours a week.

Electric Light Arithmetic. Calculations of resistance and conductance; wiring; fall of potential; batteries. Two hours a week.

Shop Work. Wood turning; metal boring; filing; polishing. Two hours a week.

Free Hand Drawing. Simple geometric solids, one and two views; outlines of simple geometric solids in perspective. Three hours a week.

Plant Duty. Operation of college incandescent and city arc stations. One night a week each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

SECOND TERM.

Electricity and Magnetism. Lectures with notes and summary on the general theory of electricity and magnetism. Two hours per week.

Electric Light Arithmetic. Calculations of work and energy; electro-magnets; dynamos and motors. Two hours a week.

Shop Work. Metal turning; bolt cutting; tapping. Four hours a week.

Mechanical Drawing. Simple geometric drawing for accuracy and neatness in the use of instruments; lettering; use of scales. Three hours a week.

Free-hand Drawing. Outlines and shaded studies of geometric solids; single and grouped; outline and shaded studies of vase forms. Three hours a week.

Plant Duty. Operation and care of college and city stations; trimming and testing lamps. One night a week at each station.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

THIRD TERM.

Electricity and Magnetism. Lectures with notes and summary on the theory of dynamo-electric machines; direct current. Two hours a week.

Electric Lighting. Lectures and notes on methods of wiring for arc and incandescent lighting; rules and regulations; estimates. Two hours a week.

Shop Work. Simple pieces of apparatus; binding posts; wire connectors; switches, etc. Four hours a week.

Mechanical Drawing. Copying working drawings; descriptive geometry. Three hours a week.

Plant Duty. Care and operation of college and city stations. One night a week each.

Steam. Care and management of steam boilers and engines; lectures. One hour a week.

SECOND YEAR.

FIRST TERM.

Electricity and Magnetism. Lectures with notes and summary on the theory of dynamo-electric machines; alternating current. Two hours a week.

Steam Engineering. General theory of the steam engine; theory and construction of details; dimensions for required power; steam engine indicators, theory and use; valve gears and their adjustment. Two hours a week.

Shop Practice. Construction of simple laboratory apparatus. Four hours a week.

Mechanical Drawing. Boiler and steam engine drawing. Three hours a week.

Plant Duty. Care and partial supervision of college and city lighting stations. One night a week each.

SECOND TERM.

Electricity. Alternating currents of electricity, Kapp. Two hours a week.

Electrical Laboratory. Testing of dynamos and motors for characteristics, efficiency and regulation. Two hours a week.

Shop Work. Small motor and dynamo building; miscellaneous construction work. Four hours a week.

Mechanical Drawing. Working drawings and plan of machinery from models. Three hours a week.

Plant Duty. Care and partial supervision of college and city plants. One night a week each.

Electricity. Lectures with notes on theory of intruments, and absolute measurements in electricity and magnetism. Two hours a week.

Electrical Laboratory. Determination of galvanometer constants; absolute measurements in electricity and magnetism; internal resistance, polarization and electro-motive force of batteries by the condenser and other methods. Three hours a week.

Mathematical Theory of Electricity. Theory of dynamic electricity. Two hours a week, or

Transmission of Energy. Kapp's electrical transmission of energy. Two hours a week.

Shop Work. Construction of galvanometer and other station testing apparatus. Four hours a week.

Mechanical Drawing. Construction of working drawings from specifications. Three hours a week.

It is not possible just now to fix the fees for the elective laboratory work in that department of Physics, but the fee will be nominal in all cases. Those taking the engineering course will be charged a sum not to exceed ten dollars per year. A dollar a term is required of those taking mechanical drawing alone.

Arrangements will be made in case of certain special students whereby a one year's course may be adapted from the above. This special course will be announced in a circular later to be published. Any inquiries concerning it will receive prompt attention.

HONOR COURSE.

JUNIOR YEAR.

First Term.—(*a*) Physical Laboratory. Mechanics and Properties of Matter, three hours per week. (*b*) The Conservation of Energy, two hours per week. (*c*) The Properties of Matter, three hours per week. (*d*) Modern Views of Electricity.

Second Term.—(*a*) Physical Laboratory. Light, Heat, and Sound, two hours per week. (*b*) Theory of Heat, two hours per week. (*c*) Light, two hours per week. (*d*) Sound, two hours per week. (*e*) Mechanical Drawing, or some subject in Direct Currents of Electricity, two hours per week.

Third Term.—(*a*) Physical Laboratory. Electricity and Magnetism, three hours per week. (*b*) Shop Practice. Wood and Metal Working, three hours per week. (*c*) Mechanical Drawing, or some subject in Alternating Currents of Electricity, two hours per week. (*d*) Electrical Transmission of Energy, three hours per week.

Ten hours of Pure Mathematics must be studied during the Junior Year in addition to the above.

SENIOR YEAR.

The entire Senior Year will be spent upon the mathematical theory of some of the subjects studied in the Junior Year, *e. g.*, the Theory of Heat, of Light, of Sound, and of Electricity and Magnetism, twenty hours per week.

NOTE.—Before entering upon the work of this course, the student is required to have completed the Junior courses in Physics and Chemistry, as prescribed in the Scientific Course, or its equivalent. Evidence of proficiency in these preliminary studies will be rigidly exacted. A reading knowledge of French and German will be indispensable to students taking this course. Students will be required to pass satisfactorily a thorough written examination upon the studies of each term in the Junior Year before he can be promoted into the next.

CHEMISTRY.

PROFESSOR BOWMAN.

In this department the following courses are offered:

Inorganic Chemistry: This course extends over two terms and consists of four laboratory exercises per week, in which the student from the beginning is instructed in the handling of apparatus and the making of experiments, and of one or more reviews per week of the subjects

treated in the text-book and the work done in the laboratory, including questions put both to and by the student. Problems in writing are also given out from time to time to make the student familiar with such calculations as the chemist needs. The laboratory work is considered an important part of this course, as being the best means of gaining a clear understanding of the fundamental ideas of chemical science; of the connection between Chemistry and Physics and of general laws regarding the combination of the elements and their inorganic compounds. Incidental mention is also made of the various applications of chemical laws and products to the ends of the arts, medicine, and manufactures.

Text-book, Remsen's Introduction to the study of Chemistry, (Briefer Course.)

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry, Bloxam's Inorganic Chemistry.

Analytical Chemistry: The work of this course, which will require three terms for its completion, naturally falls into two divisions:

1. Qualitative Analysis, four laboratory exercises per week during one term. After gaining further practice in chemical manipulation and a wider knowledge of the compounds and reactions of the common elements, the student advances to a systematic course in Inorganic Qualitative Analysis. Ores, alloys, mixtures of salts and technical products are examined both in the dry and wet way.

2. Qualitative Analysis, four laboratory exercises per week during two terms. In this division a prolonged course follows in Inorganic Qualitative Analysis, both gravimetric and volumetric. The composition of ores, minerals, fertilizers, technical products, etc., is determined. At the same time the study of general Inorganic Chemisty is continued during each division of this course, with one or more reviews each week.

Text-books, Eliot and Storer's Manual of Qualitative Chemical Analysis, Classen's Elementary Qualitative Analysis, Remsen's Advanced Course in Inorganic Chemistry.

Recommended for reference, Fresenius' Qualitative and Quantitative Analysis.

Organic Chemistry: The work of this course consists of four laboratory exercises per week for three terms. The same method is pursued here as in the study of general Inorganic Chemistry, great stress being laid upon the laboratory work. The compounds of carbon are prepared and examined with reference both to their physical properties and chemical relations. There will be one or more reviews each week. Here advanced reading will be recommended, and the student instructed in collecting and condensing from different sources on individual subjects.

A fair reading knowledge of German will be looked for in the student.

Text-Books, Remsen's Introduction to the Study of the Compounds of Carbon, Orndoff's Laboratory Manual.

Recommended for reference, Roscoe and Schorlemmer's Elements of Chemistry; Richter's Organic Chemistry, translated by Smith; Watt's Dictionary of Chemistry.

In addition to the preceding the following Special Courses will be offered:

1. A laboratory course for engineers and others, including blow-pipe work, the examination of coal, potable waters, etc., together with fire assaying of ores of lead, silver, gold, etc.

2. A course of thirteen lectures on Agricultural Chemistry, embracing the physical and chemical properties of the atmosphere and of soils in their relation to plant growth, the composition of plants, fertilizers, feeding-stuffs, etc.

The special courses will be open only to such students as have completed the course in Inorganic Chemistry.

Graduation in Inorganic Chemistry is required for the B. A., B. Ph., and B. Sc. degrees. Elective work in chemistry may be taken as per prescribed courses. For admission to an advanced course, previous graduation in all the courses preceding it will be required. For information concerning the honor course in Chemistry, see elsewhere.

For graduation in the shorter Pedagogical course, see elsewhere.

At the end of a course an examination in writing will be held, the attainment of the usual grade having been required for graduation. A small deposit for breakage must be made before a desk is assigned in the laboratory.

The chemical laboratory embraces a main work-room, store-room, weighing room, lecture hall and private office of the Professor. This is warmed throughout by hot air and water and lighted by electricity; it is well supplied by approved appliances, apparatus, etc. The desks, on being assigned to each student, are furnished with gas, water and all the apparatus and chemicals necessary for practical work. The facilities for table work thus offered are unsurpassed. No labor or expenses will be spared to render this department thoroughly efficient and to keep it abreast of the times both in the methods of instruction employed as well as in its general outward equipment.

For summer course, see special circular.

Honor-Course in Chemistry.

The following "Honor-Course" in Chemistry is offered in lieu of one of the regular collegiate courses, subject to the conditions and limitations above specified for "Honor-Courses." Before taking up this course the student must have completed the course in Inorganic Chemistry, or an equivalent, and if the student, on being admitted to this course, does not already possess a fair reading knowledge of German, he will be expected to acquire such knowledge during his Junior year.

JUNIOR YEAR.

Fall Term: Geology (4), Mineralogy and Crystallography (3), Junior Physics (4), Analyticay Chemistry (9).

Winter Term: Mineralogy and Crystallography (3), Junior Physics (4), Analytical Chemistry (13).

Spring Term: Junior Physics (4), Analytical Chemistry (16).

SENIOR YEAR.

Fall Term: Physics, properties of matter (3), Organic Chemistry (17).

Winter Term: Physics, heat, (3), Organic Chemistry (17).

Spring Term: Physics, Experimental Electricity (3), Organic Chemistry (17).

The general nature of the work in this course is the same as in the case of the regular courses, the only difference being that it is more extended and the examinations more searching.

MODERN LANGUAGES.

KATE CRANZ, INSTRUCTOR.

Modern Languages are taught from a practical standpoint. Our object is to secure three things; facility in translation at sight, and as wide a range of reading as is possible in the time allowed; some study of the literature of each language; and practice in translation from English into the foreign tongue, with a training of the ear by conversation.

The required work in this department is six terms of German, and three of French, for all students in the Philosophical and Scientific Courses; and, if elected, three of German or French for all in the Pedagogical Course.

All advance work in German is based on a thorough knowledge of the grammar and an ability to read narrative prose with ease. No abridged method of any kind is used, and all examinations are held in German. The work for the ensuing year is as follows:

PREPARATORY GERMAN.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, three hours.

Third Term.—Translation, three hours per week; Composition, one hour; Conversation, one hour.

COLLEGIATE GERMAN

First Term.—Translation, two hours per week; Composition, one hour; Conversation, one hour.

Second Term.—Translation or Reading, five hours per week.

Third Term.—Translation or Reading, five hours.

The preparatory reading will be selected from the following works: Grimm's "Mærchen," Hauff's "Mærchen," Plœnnie's "Prinzessin Ilse," Gellert's "Fabeln und Erzæhlungen," and Heine's "Gedichte."

For the Collegiate work, selections from the following will be chosen: Gœthe's "Reinecke Fuchs," Schiller's "Maria Stuart," Lessing's "Nathan der Weise," Heine's "Die Hartzreise," Scheffel's "Ekkehard."

FRENCH.

First Term.—Grammar and Written Exercises, five hours per week.

Second Term.—Grammar, two hours per week; Translation, two hours.

Third Term.—Translation, four hours per week.

ELECTIVES—IN GERMAN:

First Term.—Critical reading of Schiller's Wallenstein; the private reading of selections from German History.

Second Term.—Critical reading of Scheffel's Ekkehard, with the private reading of selections from Modern Fiction.

Third Term.—Critical reading of Gœthe's Faust, with the private reading of selections from German Poetry.

ELECTIVES—IN FRENCH:

First Term.—Critical reading of Corneille's Polyeucte, with private reading of Hugo's Ruy Blas.

Second Term. Critical reading of Hugo's Quatre Vingttreize, with the private reading of selections from French History.

Third Term.—Critical reading of De Vigny's Cinq Mars, with the private reading of selections from Modern Fiction.

ELOCUTION AND ORATORY.

CATHERINE A. FINDLEY, INSTRUCTOR.

The design of this department is to make good conversationalists, good readers, good speakers. The ideal speaker must not only instruct his hearers, but he must persuade them and move them to action. His power, apart from the importance of his subject, lies in his personal magnetism, which depends largely on the measure of his sympathies. That which the speaker has to impart to his audience of *his personal experience at the time of speaking* persuades his hearers and moves them to action.

The constant effort made in the reading lesson to put ourselves in rapport with the author, to see what he sees and feel what he feels, developes and controls our own imaginative and emotive powers. Our voices and our bodies become instruments of communication between us and our hearers. Now, then, comes the need for training. Believing that the voice is simply a medium for the soul's emotions, we develop it to its greatest extent of power, flexibility and beauty, that it may more powerfully set forth those emotions.

But we do not stop here. There is a language more eloquent than words—the language of the eye, the hand, the plastic form. Nor can these be separated from the voice. When we are stirred to speak, the face lights up, the chest expands, the whole body becomes infused with new life, and speaks a language more eloquent than words.

That master of expression, François Delsarte, spent his life in the study of human nature as exhibited in unconscious action—especially of the Southern nations, who gesticulate more freely than we do—and from that study he deducted a method by which we train the whole muscular system to respond to every change of the soul's emotions.

The course then, will include, in connection with the study of literature, the development of the voice and the training of the form according to the Delsarte method.

First Term.—Physical culture, development of the voice, inflection, phrasing and expressive reading, using Curry's Classic Selections as a text-book.

Second Term.—Development of the voice, articulation and pronunciation, with use of the same text-book.

Third Term.—Æsthetic gymnastics for relaxing, energizing and directing muscular force; gesture begun; the use of a dramatic classic as a text-book.

Fourth Term.—Gesture continued with use of a dramatic classic as a text-book.

Two declamations or orations per term will be required from each student.

An elective consisting of the dramatic rendering of a Shakespearian drama will be offered during the middle term of the Senior year to those who have completed the courses in Literature and Elocution.

VOCAL AND INSTRUMENTAL MUSIC.

MYRTLE STINSON, Instructor.

The Board of Trustees have recently added a course in Music without determining precisely what its relation to the other departments should be. This course for the present is as follows:

a. Chorus and Sight-reading.

b. Voice Culture.

c. Piano and Theory.

Under the first, the work is distributed into elementary instruction on the lines and spaces as representing sounds; notes as representing quantity; the clefs, rhythm, the diatonic major scale. Further lessons in dictation in connection with black-board exercises for the purpose of familiarizing the student with the simplest succession of tones and rhythmic form. Next, the interval system. Here progressive exercises are used in order to familiarize the pupil with the various intervals, and particular attention is given to correct intonation and purity of tone. Finally, the theoretical and practical development of the major and minor scales, followed by exercises in the use of both modes.

With students of the second grade the matter in the first is recapitulated. This is followed by solfeggio exercises in two parts on the compositions of ancient and modern masters. Pupils of the third grade, study three and four part compositions in which special stress is laid on the acquisition of a correct pronunciation of both vowel and consonant sounds.

Under the head of Voice-culture, instruction is given upon the correct position while singing; the position of the mouth, tongue and larynx; the manner of attacking and leaving a note; the manner of forming pure tones in the different registers, and of connecting tones without slurring. Next in order are respiratory exercises in which the pupil is taught how to acquire a long, noiseless and easy breathing by slow inhalations and exhalations. These are followed by exercises in scales, runs, trills and other embellishments. The laws of expression as set forth in the works of old and modern matters are also studied. Last in order is the expression of vowel and consonant sounds. The pupil is taught how to pronounce distinctly without injuring the purity of the vocal tones.

PIANO.

This instrument is studied in the following order.

First grade: Doerner's Technical Exercises, Grade I; Koehler's Studies, opus 151, 157 and 50; Loeschhorn's Studies, opus 84 nos, 1 and 2; Diabelli's Studies, opus 125; sonatinas and easy pieces by Lichner, Spindler, Reinke and Kohler.

Second grade: Dorner's Technical Exercises, Grades 1 and 2; Lebert and Stark, vol. 2; Loeschhorn's Studies, opus 66, no. I; scales, major and minor in thirds and sixths; broken chords and arpeggios both major and minor; Studies by Hiller, opus 45 and 46; Sonatinas and the easier pieces of Kullak, Clementi, Kohler and Schorwenka; Brethorn's Rondo in C major and Brethorn's Variations, opus 3.

Third grade: Doerner's Technical Exercises, Grade 1, 2, and 3; Kullak's First book of octave studies; Czerny's Velocity Studies; Cramer's Studies; Bach's Inventions in two and three voices: Schuman's Composi-

tions; Mendelssohn's Songs without words, and Sonatas by Mozart and Haydn.

Fourth grade: Doerner's Technical Exercises, Grades 1, 2 and 3; Kullak's second book of octave studies; Tausig's Daily Studies; Czerny's Daily Studies; Gradus ad Parnassum, by Clementi; Bach's Well-tempered Clavichord; Mendelssohn's Songs without Words. Finally, Mozart and Beethoven's Concertos together with compositions by old and and modern masters.

All the pupils in this department are required to take the complete course in Harmony contained in class A and B of Broekhoven's System of Harmony. The requirement for the pupils in vocal music is limited to class A. Students' recitals will be given in the college chapel one term, in which all who are qualified will be expected to take part. The value of such practice need not be dwelt on here.

DRAWING AND PAINTING.

SARAH STINSON, INSTRUCTOR.

It is the aim of this department to have a practical knowledge of art, and to lead pupils, through the cultivation of their observing powers, to an appreciation and love of the beautiful as found in nature and as expressed in the handiwork of man. As form study and drawing furnish the foundation for this course of instruction, special attention is given to that part of the work. No pupil will be allowed to take painting who has not had at least three terms of drawing. Charcoal is the medium chosen, and all drawings must be made from the object. Pencil and pen and ink may be used in the advanced grades. Instruction in out-of-door sketching will be offered during the spring term to those who have completed five terms in charcoal drawing.

The course of instruction is as follows:

DRAWING.

First Grade.—(1) Outlines from geometrical solids. (2) Shaded studies from geometrical solids. (3) Outlines and shaded studies from still life. (4) Outlines and shaded studies from features.

Second Grade.—(1) Outlines from elementary blocked heads. (2) Detached features of the face, hands and feet in outline. (3) Detached features of the face, hands and feet shaded.

Third Grade.—(1) Outlines from advanced blocked heads. (2) Masks in outline. (3) Masks shaded. (4) Busts in outline and shaded the size of the original.

Fourth Grade.—(1) Outlines from life. (2) Shaded studies from life.

PAINTING.

First Grade.—Still life objects, single and in groups.
Second Grade.—Still life and draperies.
Third Grade.—(1) Studies from nature. (2) Studies from life.
See also under tuition.

STENOGRAPHY, TYPE-WRITING AND COMMERCIAL BRANCHES.

MABLE K. BROWN, B. PH., AND CHARLES M. COPELAND, INSTRUCTORS.

Owing to a large demand for this kind of instruction arrangements have been made with efficient teachers in these branches to take charge of this work. For the present, however, their departments form no portion of the regular courses of study. More detailed information will be given in a circular to be published later.

PREPARATORY DEPARTMENT.

ELI DUNKLE, A. M., PRINCIPAL.

This department is designed to prepare students for the regular course of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering upon one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic as far as percentage, English Grammar as far as syntax, and all studies of the courses lower than those which they wish to pursue. Much of the instruction is given by the regular college professors.

Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named in the certificates. But students who expect to graduate from the Normal Department, must give evidence that they are thoroughly familiar with the common school branches. Opportunity is offered every term for reviewing some or all of these. Additional information of interest to those who contemplate entering this department will be found in other parts of this catalogue.

SUMMER TERM.

Experience has shown that a considerable number of young persons desire to profit by such opportunities for instruction as can be offered during the months of July and August. Accordingly, a summer term will begin July 9, 1894, and continue seven weeks. For this term of seven weeks the tuition will be six dollars, or for less than the entire term, one dollar per week. Most of the classes in the Preparatory Department but especially those in the common branches, will be organized

during this term and will receive the same attention as during the rest of the year. Those students who have done advanced work or propose to do so, but who feel the need of reviewing the elementary branches will do well to avail themselves of this opportunity. Students who desire to pursue advanced subjects during this term will be accommodated as far as possible; and will receive credit for them in the same manner as if taken at any other time of the year. For further particulars address

THE PRINCIPAL.

Alumni Association.

Constitution.

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The officers of the Association shall be a President, Vice President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University, and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time deem best.

ART. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

Officers.

HON. CHARLES TOWNSEND, *President*, Class of '61.
ELI DUNKLE, A. M., *Vice President*, Class of '77.
H. E. DICKASON, *Secretary aud Treasurer*, Class of '77.

Executive Committee.

PROFESSOR DUNKLE, Class of '77.
PROFESSOR EVANS, Class of '71,
LILLIAN E. MICHAEL, B. PH., Class of '84.
MARGARET BOYD, A. B., Class of '73.
L. M. JEWETT, ESQ., Class of '61.

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